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ABSTRACT

This annotated bibliography provides teacher educators and administrators with resources to use in planning and implementing pre- and inservice training for instructors serving limited-English proficient (LEP) vocational students. Described in the five sections of the bibliography are resources dealing with the following topics: instructor training models and resources, program planning instructional methods and materials for use in providing vocational training to LEP students, vocational English as a second language methodology, bibliographies of instructional materials, and research studies on the LEP student and individuals from minority groups relative to vocational education and employment. (Author/MN)

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Bilingual Vocational Staff Development Resources - A Selected Bibliography

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February, 1984

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16. This annotated bibliography provides teacher educators and administrators with resources to plan and implement pre and inservice training for instructors serving LEP vocational students. The bibliography is divided into five sections: 1) Instructor training models and resources; 2) Vocational training for LEP students - program planning instructional methods and materials; 3) Vocational ESL methodology; 4) Bibliographies of instructional materials; and 5) Research studies on the LEP and minorities relative to vocational education and employment.

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INTRODUCTION

In 1976, Congress documented the severe restrictions faced by limited-English-proficient (LEP) persons in participating in vocational education and in obtaining gainful employment. It further found that there is a critical shortage of instructors possessing both the job skills and dual language capabilities to adequately prepare LEP persons for the world of work.

In response to these needs, The Vocational Education Act (PL 94-482) began providing funds to establish a limited number of bilingual vocational instructor training (BVIT) programs across the U.S. Since then, many states have also begun to provide resources for vocational teacher education and staff development activities which prepare instructors for serving LEP students in vocational education.

The purpose of this annotated bibliography is to provide vocational teacher educators and administrators with an annotated list of resources that will help them plan and implement pre- and inservice training programs for instructors serving LEP vocational students. The bibliography is divided into five sections. The first section lists materials that are related to the planning, development, and methodology of conducting vocational instructor training programs for educators serving LEP students. The second section contains a list of materials that are concerned with program planning and development, materials development, and instructional methodology for training the Limited-English-Proficient. Section three provides a list of professional resources related to the teaching of vocational English as a second language (VESL). The fourth section lists bibliographies of student materials and other professional readings related to serving limited-English-proficient vocational students. The final section contains a list of research studies that examine issues related to LEP and linguistic minority groups as workers and vocational students.

The resources included in this bibliography come from a variety of sources, including commercial publishers; professional association journals, newsletters, and magazines; the ERIC System; state and federal government; and individual programs.

SECTION ONE

INSTRUCTOR TRAINING

Adams, Susan & Taylor, Stephanie. A Project to Provide Teacher Training and Resources for Vocational Education of Limited English-Speaking Students: An Assessment of Needs, Programs, and Instructional Resources. Bowling Green, KY: Western Kentucky University, 1979. (ED 181283)

Describes need for VESL/BVT, teacher training, and resources dissemination in Kentucky. Includes bibliography and two teacher training models.

Bradley, Curtis & Friedenberg, Joan. Bilingual Vocational Instructor Training Program: First Year Performance Report and Evaluation. Miami, FL: Florida International University, 1982. (ED 233 139)

Final project report containing a description of the project's accomplishments, lists of course topics, a description of the trainees, sample brochures and news releases, and the external evaluator's mid-year and final reports.

Bradley, Curtis & Friedenberg, Joan. Bilingual Vocational Instructor Training Program: Second Year Performance Report and Evaluation. Miami, FL: Florida International University, 1983. (ERIC document)

Final project report containing a description of the project's accomplishments, detailed course outlines for five courses related to BVE and VESL, sample public relations documents, descriptions of the trainees, and the external evaluator's report.

Department of Adult, Vocational, and Technical Education. Teacher Training Modules for Vocational Education of Students with Special Needs. Springfield, IL: Illinois State Board of Education.

Slide/casette modules containing information related to: Introduction to Vocational Education for Students with Special Needs; Orientation to Disadvantaged Students and Students with Limited English-Speaking Ability; Community Survey and Local Resources; and Teaching Strategies for Disadvantaged Students with Limited English-Speaking Ability.

Florida State Department of Education. Teaching and Working Successfully with Limited English-Proficient Students and Adults in Florida: A Statewide Inservice and Preservice Training Program. Tallahassee, FL: Department of Education, 1982.

Final report of a one-year program to develop and implement a statewide model for planning and presenting inservice training

activities for vocational educators of LEP students. Includes a description of the project's purpose, objectives, consultants, meeting and workshop contents, and results.

Friedenberg, Joan & Bradley, Curtis. Bilingual Vocational Education. Columbus, OH: National Center for Research in Vocational Education. (forthcoming)

Monograph which describes the history and need for BVE and some model BVE program designs. Also includes a section on strategies for successful BVIT programs.

Hurwitz, Alan. Bilingual Vocational Instructor Training. Columbus, OH: National Center for Research in Vocational Education, 1980.

Monograph which describes legislation, recruitment, funding, competencies, and activities related to BVIT. Also describes several BVIT programs around the country.

Hurwitz, Alan. Building Bridges: Increasing Access to Vocational Education through the Preparation of Bilingual Vocational Instructors. Boston, MA: Red Sun Press, 1979.

Booklet describing the BVIT program at Fitchburg State College. Includes information about recruitment, instruction, approval requirements, training activities, public relations, graduation, career development, the future, and the staff. Includes many photos of the program's activities and sample public relations and record-keeping forms.

Hurwitz, Alan. Foundations for the Future: A Guide to the Recruitment of Bilingual and other Minority Vocational Personnel. Boston, MA: Bilingual Vocational Teacher Training Program, Fitchburg State College.

Manual which describes the techniques and strategies which were successful in recruiting bilingual vocational personnel for the BVIT program at Fitchburg State College.

Hurwitz, Alan. Bilingual Vocational Instructor Training. Journal for Vocational Special Needs Education, Vol. 5, No. 1, Fall, 1982, pp.28-31.

Provides an overview of several BVIT programs around the country and includes recommendations related to program coordination and planning, recruiting, prerequisite skills, training, post training opportunities, and costs.

Illinois State University. In-Service Workshop for Vocational Teachers of Bilingual Students: A Planning and Activities Model. Springfield, IL: Illinois State Board of Education, 1979.

Contains information to plan and implement a 15-hour workshop for personnel involved in vocational education for LEP students. Includes information about staffing, facilities, materials, scheduling, recruitment, credit, and workshop activities and materials.

Illinois State University. In-Service Workshop for Vocational Teachers of Bilingual Students: A Resource Guide for Teachers, Counselors, and Administrators. Springfield, IL: Illinois State Board of Education, 1979.

Contains suggested reading materials and resource agencies in Illinois. Designed to accompany above booklet. Also useful to parents.

Juarez and Associates, Inc. Assessing Successful Strategies in Bilingual Vocational Instructor Training. Washington, D.C.: U.S. Department of Education. (forthcoming)

Comprehensive investigation of common factors and practices which have contributed to the successful outcomes of several federally-funded BVIT programs. Includes discussions of recruitment, support services, training activities and materials, placement, staff, language development, assessment, community linkages, and certification.

Kang, Margaret, Loepp, Franzie, Webb-Lupo, Anita, & Brickley, Martha. Pre-Service Training for Vocational Teachers of the Limited-English. Springfield, IL: Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, 1982.

Self-instructional packets including a list of teacher competencies; activities and readings related to business education, home economics education, and industrial education; a glossary; and bibliography.

Kirschner, Associates. A Monograph for Bilingual Vocational Instructor Competencies. Washington, D.C.: Author, 1980.

Identifies minimum competencies needed by bilingual vocational and vocation ESL teachers in the areas of vocational education, BVT, language proficiency, methods, materials, and assessment. Competency inventory also provided.

Lopez-Valadez, Jeanne & Phelps, L. Allen (Eds.). Serving Limited-English-Proficient Students in Vocational Education: In-Service Resource Guide. Springfield, IL: Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, 1982.

Guide for use in staff development activities. Includes principles for planning, sample inservice presentations, and annotated list of print and audio-visual resources.

Peak, Laurie & Brown, James. A Conceptual Framework and Process for Identifying the Inservice Needs of Vocational Educators Serving Special Needs Populations. Minneapolis, MN: University of Minnesota, Department of Vocational and Technical Education, 1980.

Describes a research project which developed and field-tested a needs assessment instrument for vocational educators of special needs students, based on a number of previously identified teacher

competencies. The results showed that the instrument could give useful data for making inservice and preservice training decisions for several kinds of special needs student populations.

Peter, Richard & Nelson, Orville. Needs Assessment and Planning Workshop for Bilingual/Bicultural Vocational Education , Final Report. Menomonie, WI: University of Wisconsin-Stout, 1977. (ED 155377)

Describes a workshop designed to determine vocational teacher and teacher trainer needs as they relate to BVE.

Tsu, John. Bilingual Vocational Instructor Training Program to Prepare 60 In-Service Instructors in Secretarial/Industrial Skills , Program Performance Report. San Francisco, CA: University of California, 1979. (ED 180511)

Describes the program, including a training outline. Appendices include materials used in the project.

Winkler, Kathleen. Special Needs Learners in Vocational Education: An In-service Training and Resource Manual for Teachers, Counselors, Administrators, and other Support Staff. Amherst, MA: Center for Occupational Education, University of Amherst, 1980.

Handbook containing two components: the first contains resources for teachers and the second contains information and activities for teacher trainers about needs, attitudes, teaching techniques, materials, self-concept, and resources.

SECTION TWO

VOCATIONAL TRAINING FOR LIMITED ENGLISH-PROFICIENT STUDENTS

Program Planning and Development

Adams, Susan. Vocational Education for Students with Limited English Proficiency: Research and Program Development in Kentucky. Bowling Green, KY: Center for Career and Vocational Teacher Education, Western Kentucky University, 1980.

In the research component, provides information and technical advisement to vocational educators serving LEP students, and apprises vocational educators of federal mandates regulating recruitment and services for LEP students. In the technical assistance component, identifies barriers to successful participation in vocational education by LEP students, describes effective vocational education programs for LEP students in Kentucky, and makes recommendations for improving vocational education for LEP students.

Adams, Susan. Serving Students with Limited English-Proficiency: A Guide for Kentucky Vocational Educators. Bowling Green, KY: Center for Career and Vocational Teacher Education, Western Kentucky University, 1981.

Includes information about student assessment, program models, funding, program implementation, placement, and follow-up. Includes extensive appendices.

Bilingual Vocational Education Project. A Working Solution. Slide-Cassette Module, Arlington Heights, IL: Northwest Educational Cooperative, 1980.

A seven-minute filmstrip and cassette designed to acquaint vocational educators with models for serving LEP students. Addresses both adult and secondary level programs.

Bilingual Vocational Education Project. Vocational Programming for the LEP. Part One: Common Concerns and Solutions. Springfield, IL: Western Illinois University/Illinois State Board of Education, 1979.

Includes information on planning, recruitment, assessment, funding, resources, student services, program management, and programs for high school students.

Development Associates, Inc. Monograph for Bilingual Vocational Training. Arlington, VA: Author, 1979. (ED 191990)

Describes strategies for designing, operating, and evaluating BVE programs.

Douthit, Dorothy & Lung, Juliana. Samoan Demonstration Program, Final Report for FY 74-75. Honolulu, HW: Hawaii University, Honolulu Community College, and Kalihi-Palama Education Center, 1975. (EC 112108)

Describes a program of vocational and career education for disadvantaged Samoan adults living in Hawaii. Courses included are basic skills, sewing, auto mechanics, and consumer education.

Friedenberg, Joan & Bradley, Curtis. Assessment Considerations for Limited English-Proficient Vocational Students, chapter in Seidner, Stanley (Ed.), Issues of Language Assessment: Language Assessment and Curriculum Planning. Dallas, TX: Evaluation, Dissemination and Assessment Center and Rosslyn, VA: National Clearinghouse for Bilingual Education (in collaboration with the Illinois State Board of Education), 1983, pp.127-136.

Discusses the special considerations in assessing both the English language proficiency and the vocational skills of LEP students.

Friedenberg, Joan & Bradley, Curtis. Bilingual Vocational Education: An Overview, Florida Vocational Journal , Vol. 8, No. 3, January, 1983, pp. 10-14.

Presents a broad overview of BVE, including the special problems and needs of LEP vocational students, BVE legislation, successful BVT and BVIT programs, BVE program designs, techniques and strategies, and future needs.

Friedenberg, Joan & Bradley, Curtis. Bilingual Vocational Education. Columbus, OH: National Center for Research in Vocational Education (forthcoming).

Monograph which describes the history and need for BVE in addition to BVE program designs and sample programs. Also includes strategies for successful BVIT and VESL programs.

Gonzalez, Jose & Vazquez, Anibal. The Need for Bilingual Vocational Education in America. Atlanta, GA: Paper presented at the Southern Vocational Leadership Development Conference, 1977. (ED 130100)

Discusses the need for BVE in the U.S., emphasizing that understanding cultural backgrounds of LEP students is just as important as developing language skills. Eight conclusions and recommendations for program improvement at the national level are given.

Gordon, Ruth (Ed.). Current Projects in Vocational Education - FY 1978. Federally Administered Projects. Columbus, OH: National Center for Research in Vocational Education, 1979. (ED 173622)

List of new and continuing career and vocational education projects funded by the Division of Research and Development, U.S. Office of Education, including BVE projects and programs for Indian tribes.

Horter, Patricia. Bilingual Vocational Technical Training Program: Final Evaluation Report. Washington, D.C.: Bureau of Occupational and Adult Education, Department of HEW.

Evaluation report of a BVT program for the Yukon-Kuskokwin. Contains a description of program objectives, activities, problem areas, three site visits, and the effectiveness of the program in terms of increased employment.

Kotesky, Arturo. Implementing College Regular Vocational Programs into a Bilingual Mode--Two Instructional Design Models in Operation. Paper presented at the National Convention of the Association for Educational Communications Technology. New Orleans, 1979. (ED 171316)

Presentation handouts containing descriptions of the bilingual access programs and the VESL materials used at Elgin Community College.

Langley, Steve. Bilingual Vocational Education Project , Final Report. Kyle, SD: Little Wound School, 1979. (ED 205354)

Discusses program progress and final report. Contains unique materials developed for this English-Sioux program.

Lopez, Victor. Bilingual Vocational Program - Part J , Final Report, FY 78, Crystal City, TX: Crystal City Independent School District, 1978.

Describes a BVE program for Mexican-American migrants in business education, auto mechanics and industrial construction.

Lopez-Valadez, Jeanne. Vocational Education for the Limited English-Speaking: A Handbook for Administrators. Arlington Heights, IL: Bilingual Vocational Education Project, Northwest Educational Cooperative, 1979.

Includes information about legislation and funding, assessment, program models, an implementation checklist, and resources.

Massachusetts Department of Education. Bilingual Vocational Education in Massachusetts: A Resource Booklet , Boston MA: Department of Education, Division of Occupational Education, 1980.

A resource booklet directed to educators who want to further vocational opportunities for LEP students in Massachusetts. Describes legislation, funding sources, programmatic approaches and resource materials and agencies.

National Clearinghouse for Bilingual Education. Information Packet for Bilingual Vocational Programs . Rosslyn, VA: Author, (updated regularly).

Contains information about opportunities in BVE, funding agencies, relevant state offices, existing programs, and resources.

Padron, Eduardo. The Latinization of Occupational Education. Florida Vocational Journal , Vol. 3, No. 3, October, 1977, pp.15-18.

Describes the Miami-Dade Community College BVE program which served over 2000 Spanish-speaking students with a staff of 150 full and part-time instructors.

Peterson, Morris & Berry, Dale. Strategies for Using External Resources in Bilingual Vocational Training Programs: A Guide for Program Planning and Operations. Washington, D.C.: Kirschner Associates, Inc., 1983.

Describes how resources external to a training program may be obtained and used to augment BVE training program operations supported through regular funding.

Phelps, L. Allen & Cordova, Rose Mary (Eds.). Journal for Vocational Special Needs Education, Vol. 5, No. 1, Fall, 1982 (entire issue).

This special issue of the journal is devoted entirely to, "Limited English-Proficiency." It contains eight articles about BVE by Passmore et al; Rezabek; Menges, Kelly, & Marti-Lambert; Halloran; Bradley & Friedenberg; McCarty, Full, & Batsche; Lopez-Valadez; and Hurwitz.

Reed, Tipiwan, et al. Vocational Training and Skills Recertification: Program Components and Models for Vocational Training and Skills Recertification for Refugees , Report to the U.S. Department of Health and Human Services, Office of Refugee Resettlement, Washington, D.C.: Indochina Refugee Action Center, 1981.

Identifies components of vocational training programs; programmatic approaches to providing vocational training, including implementation considerations; and the spectrum of services needed for skills recertification enabling a person to find employment in a former occupation.

Region V Technical Assistance Project. Developing Cultural Orientation Material , Arlington Heights, IL: Northwest Educational Cooperative, 1983.

Contains information about cultural orientation instruction, resources, and a sample lesson.

Region V Technical Assistance Project. Developing a Job Club Curriculum. Arlington Heights, IL: Northwest Educational Cooperative, 1983.

Includes a description and definition of job club, resources, and curriculum.

Reubens, Peggy. Vocational Education for Immigrant and Minority Youth. Columbus, OH: National Center for Research in Vocational Education, 1983.

Discusses problems that immigrant and minority youth face in making

the transition from school to work. Includes a discussion of services appropriate for them.

Rezabek, Dale. Horizon: An Overview of Vocational Education and Employment Training Services for Limited English -Proficient Persons in California. Sacramento, CA: California Advisory Council on Vocational Education, 1981.

Contains information related to the size and growth of the LEP population, the status of LEP persons, an overview of vocational training for LEP persons, funding sources, and recommendations. Also includes numerous appendices and tables.

Rochester City School District. Bilingual Occupational Education--Adult , Evaluation Report. Rochester, NY: Author, 1977. (ED 138757)

Describes a program that provided 200 Spanish-speaking adults with bilingual occupational instruction, job-related ESL instruction, and counseling. Training in over ten trades was provided.

Shepack, Robert. A Model for the Implementation of Bilingual Vocational Training , Final Report. El Paso, TX: El Paso Community College, 1977. (ED 147537)

Describes a BVT program that offered counseling, ESL instruction, and training in sewing machine repair, industrial sewing, radio and TV repair, opthalmic dispensing technician, building trades, cash register management, and office procedures. Over 1,000 bilingual individuals were enrolled.

Shore, Rima, Ed. Sarah J. Hale High School Project BECOME , ESEA Title VII, Final Evaluation Report, 1980-81. Brooklyn, NY: New York City Board of Education, Office of Educational Evaluation, 1981. (ED 218399)

Describes and evaluates a project that provided bilingual instructional services to Hispanic and Haitian high school students in a variety of subject matter areas, including vocational and career courses.

Thomas, Hollie & Marangus, Mary Anna. A Study to Identify the Unique Criteria and Standards Needed for the Development of Successful Bilingual Vocational Programs. Tallahassee, FL: Florida State University, 1981. (ED 211674 and ED 211675)

Describes a study that was conducted to develop a process evaluation model for BVE programs. Appendices include questionnaire, field test, and pilot test materials.

Troike, Rudolph; Golub, Lester; and Lugo, Ismael. Assessing Successful Strategies in Bilingual Vocational Training Programs. Rosslyn, VA: InterAmerica Research Associates, 1981.

Comprehensive investigation of common factors and practices which have contributed to the successful outcomes of nine federally-funded BVT programs. Includes discussions of recruitment, vocational instruction, ESL instruction, counseling, cross-cultural training,

community linkages, placement, management, and institutionalization.

University of Illinois. Identification, Assessment, and Placement of Limited English-Proficient (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources. Springfield, IL: Illinois State Board of Education, 1982.

Designed to assist teachers, administrators, counselors, and others involved in identifying, assessing, and placing LEP students in vocational education programs. Includes extensive resource documents, test descriptions, and references.

Waterbury Board of Education. Pre-Vocational Education: Exemplary Program . Final Report. Hartford, CT: Division of Vocational Education, State Department of Education.

Describes a program to enhance the vocational awareness and aspirations of 238 Junior High Puerto Rican students. This community-oriented program included in-class instruction, counseling, field trips to businesses and industries, and a good deal of community involvement.

Wehrs, George & Aman, Pilar. A Planning Handbook for Bilingual Vocational Education. Menomonie, WI: Bilingual Vocational Training Project, University of Wisconsin-Stout.

Describes instructional modifications in three areas: vocational instruction, language instruction, and support services. Contains information about planning, determining needs, program components and types, resources, and management.

Methods

Bilingual Vocational Instructor Training Project. Helpful Hints for Implementing Individualized Instruction and Bilingual Vocational Education , Houston, TX: Consortium C, Regional IV Service Center.

Provides guidance in planning and conducting the language component of a bilingual vocational training program. Offers a step-by-step analysis of how to develop, manage, and evaluate an individualized approach to bilingual vocational instruction.

Bradley, Curtis & Friedenberg, Joan. Foundations and Strategies for Bilingual Vocational Education. Washington, D.C.: Center for Applied Linguistics (Available from Orlando, FL: Harcourt Brace Jovanovich) ,1982.

Includes terminology and history of BVE, problems and practices in BVE, BVE program models, course construction, teaching strategies, and a multilingual glossary of vocational terminology.

Bradley, Curtis & Friedenberg, Joan. Vocational Training for LEP's: Ten Tips for Teachers. Washington, D.C.: Center for Applied Linguistics (Available from NY: Harcourt Brace Jovanovich), 1982.

Seventeen-minute sound/color filmstrip describing ten simple strategies that vocational instructors can use with LEP students.

Bradley, Curtis & Friedenberg, Joan. Easing into English. Voc-Ed, Vol. 58, No. 5, August, 1983, pp.39-40.

Presents a number of tips related to language, culture, and instructional practices for vocational instructors of LEP students.

Bradley, Curtis & Friedenberg, Joan. Tips for the Multicultural Vocational Teacher. Bilingual Journal, Vol. VI, No. 1, Fall, 1982.

Describes the results of a survey in which vocational teachers were asked to identify strategies for successfully teaching LEP students. The article presents the most often-identified strategies.

Bradley, Curtis & Friedenberg, Joan. Safety Comes in ALL Languages. Miami, FL: Florida International University, Bilingual Vocational Instructor Training Program, 1983.

Includes information about the most common causes for accidents, the legal responsibilities of vocational instructors, the legal rights of LEP vocational students, and tips for improving the safety program for LEP vocational students.

Crandall, JoAnn. Equity from the Bilingual Education Specialist's Perspective. Columbus, OH: National Center for Research in Vocational Education, 1983.

Monograph which focuses on program models for providing BVT and VESL instruction to LEP vocational students.

Lee, Nancy. Handbook for VESOL Paraprofessionals. Ft. Lauderdale, FL: The School Board of Broward County, Vocational Education Special Needs, 1982.

Includes information about the VESOL program in Broward County, culture, assisting in the vocational classroom and using the native language in the vocational classroom.

Lee, Nancy. Handbook for Vocational Instructors with LEP Students. Ft. Lauderdale, FL: The School Board of Broward County, Vocational Education Special Needs, 1982.

Includes information about VESL, culture, instructional strategies, materials adaptation, and use of audio-visual materials with LEP students.

Lee. Nancy. VESOL Handbook for Administrators. Ft. Lauderdale, FL: The School Board of Broward County, Vocational Education Special Needs, 1982.

Includes information about program models and management.

Sayers, Dennis. Manual for Instructors: Bilingual Vocational Training Programs. Hartford, CT: State Department of Education, 1982.

Booklet describing how bilingual vocational instruction is provided in four inter-related areas: the vocational, the related skills, the ESL, and the life skills.

Materials

Development Associates, Inc. A Guide to Decision-Making for Bilingual Vocational Materials Development. Arlington, VA: Author, 1978. (ED 166386)

Intended to help educational agencies at the national, state, and local levels in determining priorities for the development of materials for BVE.

Development Associates, Inc. Handbook for Bilingual Vocational Materials Development. Washington, D.C.: U.S. Department of Education, 1978. (ED 166387)

Intended to assist vocational materials developers and teachers in developing and modifying vocational materials for LEP students.

Friedenberg, Joan & Bradley, Curtis. Instructional Materials for Bilingual Vocational Education. Washington, D.C.: Center for Applied Linguistics/TESOL in collaboration with and available from Orlando, FL: Harcourt Brace Jovanovitch, Inc. (forthcoming).

Describes ways to tap national and local resources for BVE and ways to evaluate, modify, and develop materials for LEP vocational education students.

Lloyd, Anthony; Tholen, Ann; & Todd, Ronald. Bilingual Vocational Education Curriculum Development. NY: Department of Technology and Industrial Education, New York University, 1979. (ED 192039)

Contains seven modules, including Bilingual Education in the U.S.; Principles of BE Curriculum Development; Readability; Translation; Testing; Resources; and a Glossary.

Michaels, Kathryn. Fitting Content to Second Language Learners' Needs. Presentation at 1982 TESOL Convention, Corvine, OR: Oregon state University, 1982.

Presents guidelines and models for content adaptation. Includes examples of adapted materials and a selected bibliography.

SECTION THREE

VOCATIONAL ESL

Arizona Department of Education. Language Assessment of LEP Students in Vocational Education. Phoenix, AZ: Author, 1983.

Designed to assist teachers and administrators in planning and conducting assessment of the language skills of limited English-proficient students in vocational education programs. Treats the following topics: Issues of language assessment of LEP students in vocational education; steps in planning language assessment; types of ESL tests; and assessment of English, native language, and vocational skills of LEP students in secretarial and automotive training.

Arizona Department of Education. VESL Materials Development. Phoenix, AZ: Author, 1983.

Explains the methodology employed to develop VESL materials at Mesa Community College in Arizona. Treats such topics as needs assessment, researching existing VESL materials, analyzing and evaluating vocational materials, organizing vocational content, setting English language priorities, and designing a syllabus.

Arizona Department of Education. Support Services Tutoring: A Handbook for the Vocational ESL Educator. Phoenix, AZ: Author, 1983.

A handbook for planning and implementing a tutoring component for LEP vocational students. Provides guidelines for the tutor.

Center for Applied Linguistics. From the Classroom to the Workplace. Washington, D.C.: Author, 1983.

Includes chapters by various authors on teaching ESL to competencies, teaching ESL to non-literate adults, vocational ESL, ESL in the workplace, the multi-level classroom, and training volunteer tutors.

Chinatown Resources Development Center. California VESL Resources Directory. San Francisco, CA: Author, 1981.

Contains a description of VESL-related terminology, a listing of existing VESL programs, and a list of VESL materials.

Crandall, JoAnn. Adult Vocational ESL. Washington, D.C.: Center for Applied Linguistics, 1979.

Includes sections about language content in vocational ESL, VESL program designs, adapting and creating VESL materials, and research needs. Also includes extensive bibliographies.

Fanselow, John. It's Too Damn Tight - Media in ESOL Classrooms: Structural Features in Technical/Subtechnical English. TESOL Quarterly, Vol. 14, No. 2, June, 1980, pp.141-155.

Article describing specific ways to make a better match between the types and uses of mediums found outside the language classroom (e.g. sounds and objects found on the job) and inside the language classroom.

Friedenberg, Joan & Bradley, Curtis. The Vocational ESL Handbook. Rowley, MA: Newbury House Publishers, 1984.

Contains chapters on VESL terminology, VESL program designs, Introduction to voc-ed for ESL teachers, Collaborating with the vocational instructor, Developing a VESL lesson, Evaluating and modifying materials for VESL instruction, and Assessment considerations for VESL. Also includes lists of resources.

Gage, Julia & Prince, David. Vocational English: Preparing for a First Job. TESOL Quarterly , XVI (3), pp 349-358.

Describes a VESL project for adult Indochinese refugees. Focuses on the language necessary for entry-level jobs, incorporating that language into the VESL curriculum and incorporating on-the-job training techniques in the VESL curriculum.

Galvan, Mary. Planning the Language Component: Bilingual Vocational (Part J). Austin, TX, 1977.

Paper containing various questions and answers pertaining to vocational language, what should be taught, and how it should be taught.

Illinois State Board of Education. Multicultural, Competency-Based Vocational Curriculum Series: VESL Guidelines. Springfield, IL: Author, 1981.

Contains information on how and why VESL can be incorporated into the development of multicultural, competency-based materials, as well as suggestions on how this approach can be duplicated by others.

Jupp, T.C. & Hodlin, Susan. Industrial English. London: Heinemann Education Books, 1975.

Explores the components of a functional English course designed to help limited-English-speaking employees become more effective workers. Part One discusses principles and methods. Part Two contains a basic core of teaching materials, including language assessment tests for selecting students and evaluating their progress.

Kotesky, Arturo. Implementing College Regular Vocational Programs into a Bilingual Mode--Two Instructional Design Models in Operation. Paper presented at the National Convention of the Association for Education Communications and Technology, New Orleans, 1979. (ED 171316)

Presentation handout containing descriptions of the bilingual access programs and VESL materials used at Elgin Community College.

Language and Orientation Resource Center. Guide to Manpower/Vocational ESL. Washington, D.C.: Center for Applied Linguistics,.

Includes sections on VESL content, program designs and models, and materials. Also includes bibliographies and two sample lessons.

MacDonald, Ross; Troike, Rudolph; Galvan, Mary; McCray, Alexa; Shaefer, Len & Stupp, Paul . Improving Techniques in Teaching English for the Job. Rosslyn, VA: InterAmerica Research Associates, 1982.

Describes a project that was developed to extract high frequency vocational language from vocational education materials by using a computer. Provides sample listings, procedures for replication, and ways to teach job-related English as a second language instruction. .

Mrowicki, Linda & Dehesus, Patricia. Handbook for the VESL Teacher. Arlington Heights, IL: Indochinese Refugee Consortium, 1981.

Includes sections on content of the VESL class, scheduling, first language support, resources, lesson preparation, lesson sections, and lesson activities. Also includes sample lessons.

Prince, David & Gage, Julia. Some Considerations in Adult Vocational ESL. ERIC/CLL News Bulletin, Vol. 5, No. 3, May 1982.

Discusses functional language approaches, determining language demands, and designing classroom activities.

Ramirez, Alicia & Spandel, Victoria. Occupational English as a Second Language. Foreign Language annals , Vol. 13, No. 3, 1980.

Presents an overview of occupational English as a Second Language (OESL), its development and objectives. Cites several OESL programs, including open-entry/open-exit, individualized instruction, and a competency-based approach.

Region V Technical Assistance Project. Developing VESL Materials for the Job-site (Second Edition). Arlington Heights, IL: Northwest Educational Cooperative, 1983.

Provides information on functional approach to ESL, interviewing, conducting tours of industry, and sample lessons in six vocational areas.

SECTION FOUR

BIBLIOGRAPHIES

Adams, Susan & Taylor, Stephanie. Bibliography of Currently Available Vocational Education Curriculum Materials for Use with Students of Limited-English-Proficiency. Bowling Green, KY: Western Kentucky Univeristy, 1979. (ED 181284)

Includes lists of Spanish/English vocational materials, VESL materials, and publishers.

California State Department of Education. Bibliography of Audiovisual Instructional Materials for the Teaching of Spanish, Kindergarten through Grade Twelve. Sacramento, CA: California State Department of Education, Bureau of Compensatory Education Evaluation and Research, 1976.

Annotated bibliography of audiovisual instructional materials for use with Spanish-speaking students in primary and secondary schools. Includes resources related to career education, guidance, and vocational education for the Spanish-speaking.

Connecticut State Department of Education. Bilingual Vocational Education Library Bibliographical List. Hartford, CT: Author, 1981.

Includes publications on bilingual vocational education, its various components, and related areas.

ERIC Clearinghouse on Rural Education and Small Schools. Mexican American Woman Curriculum Material: A Selected Topics Bibliography of ERIC Documents, University Park, NM: New Mexico State University, 1977.

Annotated bibliography which provides a comprehensive guide to resource material, research findings, and developments related to Mexican American women. Includes references related to career education and job training.

Lopez-Valadez, Jeanne. Bibliography for Bilingual Materials for Carer/Vocational Education. Arlington Heights, IL: Bilingual Vocational Education Project, Northwest Educational Cooperative 1980.

Designed for secondary and post-secondary staff working with LEP students. Five sections include career exploration and pre-employment skill development; vocational materials for LEP students; vocational language-related materials; professionl references; and bibliographies.

McCarthy, JoAnn & Kang, Margaret. A Selected Annotated Bibliography of Educational Materials for Teachers of Limited-English-Speaking Vocational Students and a Selected Review of the Literature. Springfield, IL: Illinois Board of Education, Department of Vocational and Technical Education, 1981.

Directed primarily to monolingual vocational teachers who do not have the benefit of a bilingual or ESL assistant or team teacher. Treats the following topics: The nature and purpose of VESL, the clientele and the assessment of their needs, competencies for the teacher and student, the curriculum, the lesson plan and teaching techniques, and evaluation of student achievement and curriculum.

National Center for Research in Vocational Education. ERIC Update: Bilingual Curriculum Materials for Vocational and Adult Education, Columbus, OH: Author, 1982.

Contains relevant listings from all 16 ERIC clearinghouses. Each reference includes title, author, and an annotation. Includes various occupational areas for both vocational skills and VESL instruction.

Osberg, James. Bilingual Vocational Education: A Budget-Oriented Bibliography. Journal of Studies in Technical Careers , Vol. 1, No.1, Fall, 1978, pp.73-82.

Annotated bibliographies for administrators, instructors and development officers interested in establishing bilingual vocational programs.

Sayers, Dennis. Bilingual Vocational Instructional Materials: Curriculum Development Resources and Priority Areas. Hartford, Ct.: State of Connecticut Board of Education, 1982.

Lists vocational materials by subject area and language. Includes twelve areas and over ten languages.

SECTION FIVE

RESEARCH STUDIES

Berry, Dale & Feldman, Mona. Evaluation of the Status and Effects of BVT. Washington, D.C.: Kirschner, Associates, 1980.

Describes a study that investigated outcomes of BVT programs. Findings include: Opportunities for BVT programs, personnel, and materials are severely restricted nationwide, despite the effectiveness of BVT.

Black, Sheila A., Eichenthal, David R., et al. Latins in Metropolitan Chicago: A Study of Housing and Employment. Chicago: Latino Institute, 1983.

Reports on the problems confronting Latinos in the Chicago area, particularly in housing and job opportunities. A brief history of Latino settlements in Chicago, a profile of the Latino family, and the educational attainments and needs of Latinos in the Chicago metropolitan area are also treated.

Clark, Donald et al. Bilingualism and Vocational Concept Learning: A Study of the Acquisition of Vocational Concepts by Bilingual Students in Vocational Education Programs (Final Report). College Station, TX: Texas A&M University, Center for Career Development and Occupational Preparation, College of Education, 1977.

Reports the outcomes of a research project which investigated the effects of bilingualism on vocational concept formation.

Hill, Susan; Kroliczak, Alice & Froomkin, Joseph. Characteristics of PostSecondary Students with non-English Backgrounds. Washington, D.C.: National Center for Education Statistics, 1982.

Provides statistics related to age, language abilities, education, and socio-economic status.

Illinois state Board of Education. Evaluation of Vocational Education Programs Serving Limited English-Proficiency Students: An Analysis of the Illinois Three Phase System. Springfield, IL: Illinois State Board of Education, Adult, Vocational, and Technical Education, 1981.

Reports on the processes used in evaluating vocational education programs and services for LEP students in Illinois.

Latkiewicz, John. Industry's Reactions to the Indochinese. Salt Lake City, UT: Utah Technical College, 1981.

Investigation of employers' reactions to Indochinese refugees as employees as compared to employees in general. With the exception of transportation problems, employers experienced fewer problems with refugees (eg. cooperativeness, dependability, stability, punctuality, etc.) than with employees in general.

Lopez-Valadez, Jeanne & Balasubramonian, K. Limited English-Speaking Adults in Illinois: A Linguistic Demographic Report Based on a Documentary Survey. Arlington Heights, IL: Bilingual Vocational Education Project, Northwest Educational Cooperative, 1978.

Reports on a study of the number, diversity, and location of the LEP person in Illinois in the 14-24 year age bracket. Procedures, findings, and recommendations are presented.

National Commission for Employment Policy. Hispanics and Jobs: Barriers to Progress. Washington, D.C.: Author, 1982.

Investigation of the biggest barriers to employment success for Hispanics. Findings show that these include: lack of proficiency in English, discrimination, and cultural differences.

Reubens, Peggy. Vocational Education for Immigrant and Minority Youth. Columbus, OH: The National Center for Research in Vocational Education, 1983. (#IN 257)

Investigates the unique problems immigrant and minority youths have as they struggle to attain a sense of personal competence and identity in the mainstream American work world. Treats the response of social institutions to these problems and investigates programs, basic skills required, and the occupational information needed to prepare for employment. Includes a bibliography.

Rios, Edwin & Hansen, William. Career and Vocational Development of Bilingual Students (Information Series No. 136). Columbus, OH: ERIC Clearninghouse on Adult, Career, and Vocational Education, 1978. (ED 164977)

Describes a study on career education concepts and the bilingual population. Findings include: Language is a critical factor in planning career education programs; Bilingual career education materials are virtually non-existent; and Vocational Education, Bilingual Education and Migrant Education programs are not well coordinated. Includes recommendations for improvement.

Stein, Barry N. Occupational Adjustment of Refugees: The Vietnamese in the United states. International Migration Review , Vol. 13, Spring, 1979, pp.24-25.

Describes the process of occupational adjustment of Vietnamese refugees and provides a model of the occupational adjustment process for the first ten years. Applicable to future experiences of

Vietnamese refugees, as well as other refugee groups.

U.S. Department of Labor and the U.S. Office of Education. The Status of Bilingual Vocational Training, Fiscal Year 1976 , Report of the Commissioner of Education and the Secretary of Labor to the President and to Congress. Washington, D.C.: Authors, 1976. (ED 133998)

Reports on the status of BVT programs for adults and summarizes the educational attainment and labor force participation of non-English-speaking adults.

Veltman, Calvin. The Role of Language Characteristics in the Socioeconomic Attainment Process of Hispanic Origin Men and Women. Washington, D.C.: National Center for Education statistics, 1980.

Research report that focuses on the role of language factors in the occupational and income attainment of Hispanic women and men, aged 25-64. Data indicate that having English as a first language is not a factor in occupational and income gains, although proficiency in English is.